



Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

Background

- Reauthorization process began in 2004
- House and Senate approved legislation overwhelmingly in July 2006
- “Carl D. Perkins Career and Technical Education Improvement Act of 2006,” Public Law 109-270
- President signed into law August 12, 2006
- Reauthorized through 2012.

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Themes

- Accountability for results and program improvement at all levels
- Increased coordination within the CTE system
- Strong academic and technical integration
- Connections between secondary and postsecondary education
- Links to business and industry

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Montana State Plan Advisory Committee

Secondary

Mark Branger

CTE Teacher/Administrator, Huntley Project School

Cheryl Graham

CTE Teacher, Bainville High School

Cleo Sutton

Construction Manager and Coordinator of Montana BILT Project (MSU
Blgs COT)

Post-Secondary

Jane Baker

Dean, Montana Tech College of Technology

Theresa Busch

Great Falls COT

Connie Roope

Career Training Institute

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Implementation Timeline

- Statewide Listening Sessions – September, October, November 2006
 - Butte, Miles City, Billings, Havre, Kalispell, Missoula, Great Falls, Helena
- Orientation and Advisory Group Meetings – December 2006
 - Advisory Committee
 - Hans Meeder – Meeder Consulting Group
 - State Staff – OPI and OCHE
 - Establishment of statewide CTE priorities

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Implementation Timeline

- Workgroups Created – December 2006
 - Accountability
 - Tech Prep
 - Programs of Study
 - Special Populations
 - General Provisions
- Committee Meetings – January - April 2007
- Transition Plan Submitted – May 7, 2007

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Major Components of Perkins IV and Key Decision Points

Administration
Local Programs
Reserve
Accountability
Tech Prep
State Leadership

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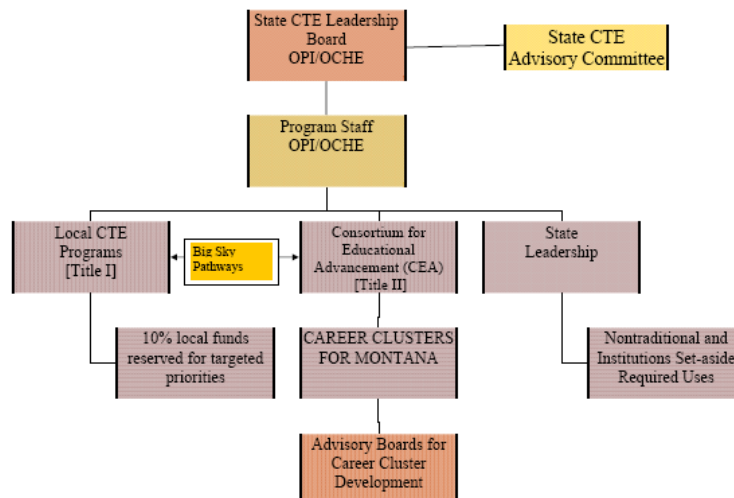
Administration

Decision Point

- The eligible agency, the Board of Regents, and its grantee, the Office of Public Instruction will administer the six year State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) using a collaborative leadership model.

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Montana Career and Technical Education (CTE) Leadership Structure Carl D. Perkins Career Technical Education Act, 2006



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Administration

Key Changes

- The State Leadership Board (OCHE and OPI) will review state activities and progress in improving CTE programs, making key decisions about the allocations of “reserve funds” under section 112, leadership funds under section 124, and managing the Tech Prep activities under Title II. This joint leadership structure will be informed by the on-going involvement of a State CTE Advisory Board

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Administration

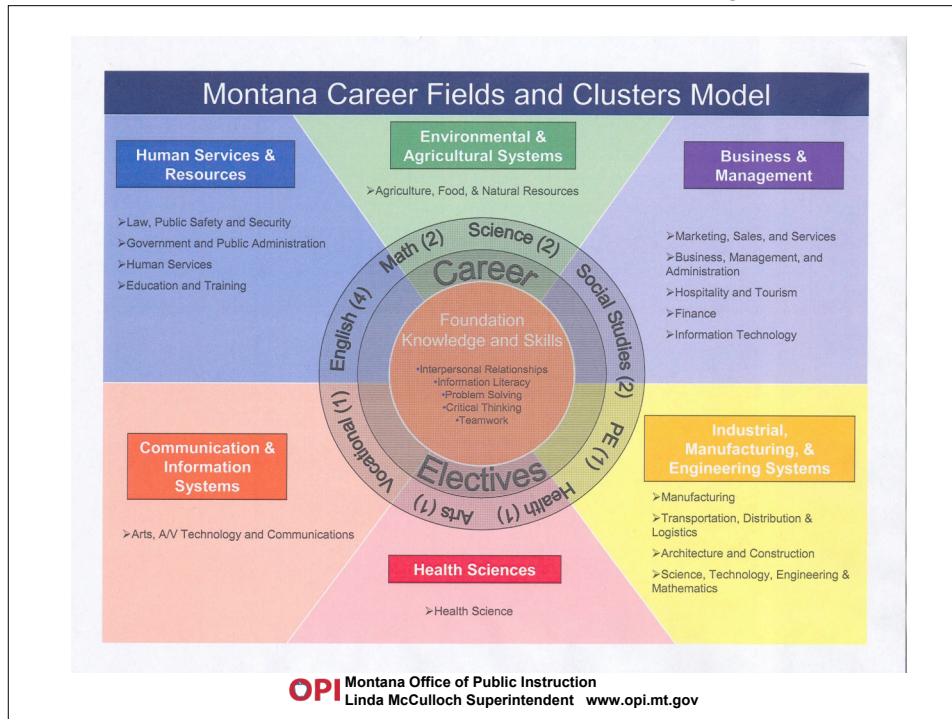
Key Changes

- State staff will be organized to support the development of the Career Fields and Clusters model adopted by the state.

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Local Programs (Title I)

Decision Point

- The State will allocate to eligible recipients [secondary and postsecondary] 90% of the 85% local funds on a formula basis for programs that conform to the specifications of Perkins IV and the federal definition of career and technical education.
- The state has designated the split of these funds as 65% secondary and 35% postsecondary.

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Local Programs (Title I)

Key Changes

- Each local program must:
 - Offer not less than one career and technical program of study (i.e. Big Sky Pathways) through a coordinated, non-duplicative progression of courses that align with secondary and postsecondary education and lead to a degree, certificate, or industry-recognized credential
 - Provide activities that prepare special populations for high skill, high wage, or high demand occupations.

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Local Programs (Title I)

Key Changes

- Each local program must (*cont.*):
 - Describe how career guidance and academic counseling will be provided to CTE students.
 - Describe efforts to improve recruitment and retention of CTE teachers, faculty, and counselors.

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Reserve (Section 112)

Decision Point

- The State will reserve 10% of the 85% of local funds as allowed by the legislation to be distributed in an alternative manner determined by the state, for uses described in Section 135 (Local Uses of Funds). These funds may be made available to career and technical education programs in rural areas, areas with high percentages of CTE students and areas with high numbers of CTE students. **OPI** Montana Office of Public Instruction
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Reserve (Section 112)

Key Changes

- Funds under section 112(c), the Reserve Fund, will be distributed on a competitive basis. The CTE State Leadership Board, with input from the State CTE Advisory Committee, will develop priorities for use of the Reserve funds.

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Reserve (Section 112)

Key Changes

- Uses of the Reserve funds will be targeted to help eligible recipients carry out key priorities of the state, such as identifying promising practices for improving performance in the Performance Indicators, creating effective assessments instruments, identifying content standards for CTE programs, improving professional development and teacher recruitment and retention, and strengthening services to special populations.

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Reserve (Section 112)

Key Changes

- The eligible recipients will be encouraged to join in partnership with community-based organizations (non-profit organizations) to serve special populations.

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Accountability (Section 113)

Decision Point

- The State shall establish and support State and local performance accountability systems to assess effectiveness of the State and the eligible recipients in achieving statewide progress.

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Accountability (Section 113)

Key Changes

- If a state fails to meet at least 90% of an agreed upon state adjusted level of performance for ANY of the core indicators, the state shall develop and implement a program improvement plan.
- After providing notice and opportunity for a hearing, the Secretary may withhold all or a portion of the state's administrative and leadership funds.

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Accountability (Section 113)

Key Changes

- In accordance with procedure, the Secretary may impose sanctions on a state, so may the state impose sanctions upon local recipients and withhold all or a portion of funding.
- The state will need to measure student achievement on technical skill assessments aligned with industry-recognized standards.

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Tech Prep (Title II)

Decision Point

- The State will maintain Tech Prep as a separate title (Title II) but will change its operational and funding structure.
- A competitive process will be used to award the design and development of one Consortium responsible for design and implementation of the Montana Career Fields and Clusters Model and their respective Big Sky Pathways in partnership with other institutions and high schools.

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Tech Prep (Title II)

Key Change

- Any two-year postsecondary institution in Montana may apply to be the lead entity for the Consortium and must address the six (6) career fields within the clusters model.

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State Leadership (Section 124)

Decision Point

- 10% of the Perkins funds are reserved for State Leadership activities. The set-asides for Nontraditional Training and Employment and serving individuals in institutions are \$60,000 and .5% respectively. The remaining funds are dedicated to the required uses, technical assistance, and liaison activities at the regional and national level.

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State Leadership (Section 124)

Key Changes

- Professional development must be high quality, sustained, intensive and classroom focused in order to have a positive and lasting impact on instruction and the teachers' performance in the classroom, and not one-day, short-term workshops or conferences.
- Technical assistance for eligible recipients is added as a required use of state funds rather than a permissible use.

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“(Perkins programs) helps students see a connection between the academic subjects in the classroom and the application of that knowledge in the working world. For many students, this connection is critical to their decision to stay in high school and graduate with a diploma.” Rep. Mark Souder (R-IN) July 27, 2006

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Montana Transitional State Plan

<http://www.montana.edu/wochewd>

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